

Script B



Cambridge International Examinations
Cambridge International General Certificate of Secondary Education (9–1)

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FIRST LANGUAGE ENGLISH

Paper 1 Reading Passages

0627/01

SPECIMEN PAPER

For Examination from 2017

2 hours 10 minutes

Candidates answer on the Question Paper.

No Additional Materials are required.

READ THESE INSTRUCTIONS FIRST

Write your Centre number, candidate number and name in the spaces at the top of this page.
Write in dark blue or black pen.

Do not use staples, paper clips, glue or correction fluid.

DO NOT WRITE IN ANY BARCODES.

Answer **all** questions in the space provided. If additional space is required, you should use the lined pages at the end of this booklet. The question number(s) must be clearly shown.

Dictionaries are **not** permitted.

The Insert contains the reading passages for use with **all** the questions on the Question Paper. This Insert is **not** assessed by the Examiner.

The number of marks is given in brackets [] at the end of each question or part question.

This syllabus is regulated in England as a Cambridge International Level 1/Level 2 (9–1) Certificate.

This document consists of 13 printed pages, 1 blank page and 1 Insert.



Read carefully **Passage A, *David Copperfield***, in the Insert and then answer **Questions 1(a)–(f)**.

Answer all questions using your own words as far as possible.

Question 1

(a) Re-read paragraph one, 'School began ... his captives.'

(i) **Using your own words**, describe what happened in the schoolroom when Mr. Creakle entered (lines 1–4).

The classroom fell ~~to~~ into silence as soon as Mr Creakle entered the room. [1]

(ii) **Using your own words**, describe what Mr. Creakle does when he enters the schoolroom (lines 1–4).

Mr Creakle stands at the door of the class and observes all of the students before entering. [1]

(b) What impression of Mr. Creakle do you get from what he says in paragraph two, 'Now, boys, this is a new ... get to work, every boy!' (lines 6–10)?

~~Mr Creakle~~ My initial impressions of Mr Creakle based on the second paragraph are that he is ~~concerned~~ extremely strict with his class and will give no hesitation to give punishments to maintain order and remain the dominant figure in the classroom. [2]

(c) **Using your own words**, explain the meaning of the following phrases as they are used in the passage.

(i) 'profound impression' (line 1)

~~An~~ The first a most prominent image & placed upon your mind when first experiencing ~~was~~ an occurrence. This is showed in line 1 when David Copperfield claims to have had such an impression imprinted on him due to the strict nature of the boarding school, brought across by Mr Creakle. This was clearly a shock to David. [2]

- (ii) 'speechless and motionless' (line 6)

All the boys of the classroom were rendered unable to move or speak due to the sheer fear that Mr Creakle brought about through his dominant and aggressive ~~character~~ nature. [2]

- (d) Re-read line 15, 'At every question he gave me a *fleshy cut* with it that *made me writhe*.' Using your own words, explain how **both** of the phrases in *italics* are used by the writer to suggest how David Copperfield is feeling at this point.

David Copperfield clearly feels intimidated and physically vulnerable due to the words in italics "fleshy cut" and "writhe". This is because, David felt intimidated before but did not know to what extent Mr Creakle would go to sustain order, therefore he was not aware that he would be physically damaged by the cane Mr Creakle used until he obtained the "fleshy cut." [3]

- (e) What impression does the writer give of how the boys feel when Mr. Creakle is described as 'a giant in a story-book surveying his captives' (lines 3-4)?

Mr Creakle is being described as "a giant" and the students as "his captives". This immediately indicates to the reader the inequality of the classroom and the clear male dominated dictatorship ~~as~~, governed by Mr Creakle, present in the classroom. This immediately builds suspense in the readers' mind ~~as~~ due to a sense of sympathy felt for the students, described as "captives." [4]

- (f) Re-read paragraph five, 'I should think there never can ... infinitely less mischief.'

Explain how the writer uses language to show:

- What Mr. Creakle is like.
- How he treats the schoolboys.
- What David Copperfield thinks about Mr. Creakle.

In your answer you should:

- Select powerful words and phrases.
- Explain how the writer has created effects by using this language.

You should write about 200 to 300 words.

Mr Creakle is depicted as a
 Firstly, a prominent image used by the author ~~is~~ to describe Mr Creakle, is the description "incapable brute." This image ~~to~~ describes Mr Creakle as not only a savage man who ~~had~~ enjoyed violence, but ~~was~~ as an "incapable" man. This polysyllabic adjective suggests that Mr Creakle did not deserve ~~such~~ the power or authority that he had ~~the~~ as he did not utilize his power in the correct way. He instead used it to satisfy his lust for violence. This is further supported when David states his view of Mr Creakle, describing ~~the~~ his violent nature as "a ~~the~~ satisfaction of a craving appetite." The ~~polysyllabic~~ polysyllabic word "satisfaction" ~~is~~ supports the fact that David is trying to explain that Mr Creakle enjoyed hurting the students which further degrades his image as a teacher in the reader's mind. This is followed by the bisyllabic verb "craving", which again suggests that his "appetite" or ~~stronger~~ needs to

hurt the children must be obtained ~~the~~ for him to be content. David then further develops his view of Mr Creech by sarcastically commenting how his power was equal to that of a "Lord High Admiral" or "Commander-in-Chief". The sarcastic nature of the ~~comparison~~ comparison David uses ^{supports} ~~reveals~~ David's opinion of ~~the~~ Mr Creech ~~as~~ as it again ~~describes~~ shows that Mr Creech abused his power and utilised it for his own personal needs and gains which resulted in him hurting the children.

[15]

[Turn to page 6 for Question 2]

Read carefully **Passage B Summerhill** in the Insert and then answer **Question 2**.

Question 2

Imagine that you are a teacher new to Summerhill who does not agree with the way that the Headteacher runs the school.

Write a brief report to the school's governors explaining what you think is wrong with the Headteacher's approach to discipline and rules.

You are advised to write no more than 250 words.

Dear School Governing Committee,

I am writing to you to discuss my potential issues I find present in Summerhill's Headteacher's approach to discipline and rules. Although the Headteacher values the innocence and aspiring nature of children, I feel that he has been blinded by an almost utopian image of his school and fails to see the negativity and issues surrounding his methods which will inevitably affect the children attending Summerhill.

First and foremost is that I believe the Headmaster has a misguided, ~~an~~ overly-optimistic view of a child's aspiration to be better and to achieve better things without sufficient guidance or informality from a mature adult. I do not believe children have the capability to make such important and informed decisions as to whether they will attend lessons or not. I believe this because, at the current stage, they are too immature to see the importance of a good education. They will only obtain such insight when they are older and entering adulthood. Many adults have already said, "That if they were a child they'd never have done

at thing." However, clearly ~~now~~, they have spoiled their
 naivety at the time and see the importance of an education.
 This is why I believe that structure and order is
 necessary in schools and this must be implemented in
 Summerhill. Without obligatory lessons children will
 never learn due to their naivety and lack of understanding
 of the ~~importance~~ importance of education.

Also, I feel it is completely inappropriate for
 a girl to have the ability to "loaf" for three ~~4~~ years
 as stated by the Headmaster himself in an extract from
 his book. It is totally unacceptable for a child to
 have the ability to go without education for three whole
 years until they finally realise that they need an education
 and that they have been blinded by naivety and laziness.
 Children need to be taught discipline to be able to
 understand it, otherwise how does the Headmaster
 expect the children to understand the concept of discipline
 without sufficient guidance brought through ~~an~~
 obligatory lessons and a structured education
 system? It is completely impossible! Please take
 all these factors into account as I feel that if
 this ^{a majority of} school is to continue in its lack of disciplinary
 ways, the students will inevitably fall in
 later life. [25]

Yours Sincerely,

New teacher at Summerhill.

Read carefully **Passage B Summerhill** and **Passage C Bring back the cane to restore discipline in schools** in the Insert and then answer **Questions 3(a), 3(b) and 3(c)**.

Passage B Summerhill

Question 3(a)

Re-read paragraph one, 'I had taught in ... an unknown science.'

- (i) The writer thinks that Summerhill School takes a completely different approach to education from that offered in conventional schools.

Identify a phrase that shows this.

"The other way dated from the days when psychology was still an unknown science." [1]

- (ii) Using your own words, explain why the writer thinks that conventional schools are wrong for children.

The writer believes conventional schools are wrong for children because he believes they are based on unfair rules set by adults who impose rules on children. Thinking it is for their benefit whereas the writer believes the rules are not for the child's benefit and are misconceptions. [2]

Passage C Bring back the cane to restore discipline in schools

Question 3(b)

Re-read paragraph two, 'The silence was deafening ... three foot cane.'

- (b) Give one reason to explain why you think this description of the author being beaten with a cane is an effective opening to this article.

This description is an effective opening as it leaves a profound image in the readers' mind due to the stark and abrupt nature of the image and depicts a sense of absolute order and control in the classroom. [2]

Question 3(c)

- (c) How do the writers of **Passage B Summerhill** and **Passage C Bring back the cane to restore discipline in schools** convey their views and ideas on how children should be treated in schools, and what effects do they have on the reader?

In your response you should compare and contrast:

- The views and ideas each writer presents to the reader.
- The evidence that the writers use to support their views and ideas.
- The language, structure and techniques used by the writers, and their effects on the reader.

Remember to support your answer with details from the passages.

You should write about 300 to 350 words.

~~Both Passage B and A have ext~~ Writers of both passages B and C have extremely contrasting views on how schools should be managed and how children should be disciplined. Firstly, the writer of Passage B, the Summerhill account, has a strong optimistic view of children and feels that they have an inbuilt ability to want to learn and, if the opportunity arises, they will learn and take the necessary steps to achieve great things. Therefore, the writer believes that optional lessons and a very lenient disciplinary system is the best way to allow children to enjoy and learn as much as possible. Whereas, on the other hand, in Passage C, the writer believes that children are the complete opposite, and ~~in order to~~ that the lack of strict parenting, and the current schooling systems disciplinary methods have led to children being completely misguided and ill-trained and quarulous. Therefore, the writer believes that the cane and corporal punishment should be reintroduced into

The schooling system to maintain order and discipline amongst children and set them on the right path.

The writer for Passage B believes children should have freedom due to several reasons. ~~For~~ The writer ~~fully~~ states that he would rather see ~~an~~ a "happy ^{street} cleaner" than an unhappy scholar. This phrase can come across as quite a striking or surprising concept to the reader initially as ~~it is~~ the ^{writer} ~~writer~~ is saying that he is happy with students who go to his school to come out ~~as~~ uneducated. However, upon further inspection, it is clear that the writer has taken another factor into consideration: the child's happiness. ~~Another~~ This is further backed up when the writer ~~displays~~ ^{presents} an example by saying "long division is of no significance". This again may come ~~to~~ as a surprise to the reader who has been forced to learn these concepts even though they may never have used them in life since learning them ~~as~~. Therefore, I feel that the writer has cleverly implemented these ~~the~~ seemingly striking phrases in his text to shock the reader at first, however, upon deeper investigations a reasoning for these ideas ~~is~~ ^{is} uncovered which ~~has~~ usually involves forgetting the ancient concepts of schooling and perceiving the world from a child's view and taking their views into account.

Whereas, in passage C, the writer ^{present} ~~conveys~~ the ~~an~~ opposing ~~view~~ argument. The writer achieves presenting his argument on the necessity of discipline and the re-invention of the cone in several ways. Firstly, I believe the tone in which the writer ~~has~~ has written the passage issues a sense of ~~the~~ ~~shock~~ but necessity to the reader. The tone used by the writer, in my opinion, is quite a bleak, stern or up-front tone which cuts straight to the point and ~~clears~~ [20]

Additional Page

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.

Question 3 c.)

does not avoid ^{using} ~~the open~~ stark imagery. For instance, the writer, in the second paragraph, describes a past experience ^{of} being ^{canned} ~~caned~~ "six times with a three foot long cane," for 'Bilking'. This shocking image at first seems unjust and unfair, however, the ~~the~~ writer then goes on to explain how, due to an all encompassing ~~etc~~ sense of fear, no other boys dared to break the rules. This in turn brought about total discipline and order in school.

Also, another technique the writer uses in the passage is present in the last paragraph, where he ~~states~~ "discusses the 'net benefit' of 'shaming a high school guy - his hoodlum.'" The ~~use of~~ colloquial language ~~in~~, I believe, is used almost to mock the writer's view of children in today's society by mimicking ~~this~~ the colloquial language they use and making it seem a stupid in a sense. The writer then goes on to describe how the "net benefit" of ~~these~~ disciplining these types of children would result in total submission from children and ~~also~~ ~~as though~~ a general increase in the educated children as they would not have a choice as to ~~what~~ receiving an education or not. This idea is explained when the writer states 'Break him, break his stranglehold.'

Additional Page

If you use the following lined page to complete the answer(s) to any question(s), the question number(s) must be clearly shown.

I believe the repetition of "the" & monosyllabic verb "Break" supports the writer's view and shows the ~~needed~~ reader, due to the verb's ~~stark~~ and phonetically ^{harsh} ~~stark~~ sound, the strength of the case and the need to re-implement it into schooling "corridors" nowadays.

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